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ABSTRACT

Brief annotations of currently available general school readiness measures are presented. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. An alphabetical listing of the instruments which indicates the ages for which each is suitable is also included. (CK)

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HEAD START

TEST COLLECTION REPORT

SCHOOL READINESS MEASURES

An Annotated Bibliography

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August 1971

SCHOOL READINESS MEASURES

An Annotated Bibliography

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INTRODUCTION

This annotated bibliography is an attempt to report on all the currently available general school readiness measures. Tests designed to measure only one aspect of readiness such as reading or mathematics readiness have not been included. Also excluded are measures of general intelligence which are sometimes used to assess school readiness.

The instruments described were found through a search of *Research in Education*, the *Current Index to Journals in Education*, and among the documents held by the Test Collection of Educational Testing Service.

The age table on pages 4-5 lists the tests alphabetically, indicates the ages for which each instrument is considered suitable, and gives the page on which each annotation appears.

The main descriptive section conforms to normal bibliographic practice in listing the tests alphabetically by first author, followed by the test title, the source from which the instrument may be obtained, and the copyright date (indicated by a small c). The absence of a copyright date is not intended to suggest that the instrument is uncopyrighted.

The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization.

Certain terminology and ground rules used in preparing the bibliography are explained below.

A. Test Title

Sometimes an instrument does not appear to have an "official" identifying label. In such cases, an appropriate name has been provided. When a measure is known by more than one name, the alternatives are indicated.

B. Age/Grade Range

The range should be considered as a guide only. Listed here is the age/grade range for which the measure is intended (as stated by the author), or the range from which data was obtained. However, a number of the instruments probably could readily be adapted for younger children, or for older children who are functioning below their chronological ages. Hence, the age/grade ranges listed may well be arbitrary and should not necessarily be viewed as ultimate limits.

C. Forms

If forms are not mentioned in an annotation, only one form of the test is available. Any variations are noted.

D. Timing

An instrument may be described as "timed," "untimed," or "paced." The latter means that the examiner reads the instructions and items to the examinee. When available, the approximate time required for administration is indicated.

E. Scoring

Unless otherwise indicated, scores are derived directly from the responses of the subject, usually by a summative process. The great majority of the tests are hand scored; any variations are noted.

F. Technical Data

In this area, only the kinds of norms available and the types of studies performed are reported. The content, results, and quality of the studies made are not indicated. If a reader finds a test of interest, he should examine the technical report in detail to determine whether that particular test is appropriate for his purposes.

Reliability studies show whether an instrument gives consistent results. Intra-scorer or intra-examiner reliability is the correlation between the results obtained when a single examiner scores the same set of tests more than once. Inter-scorer or inter-examiner reliability is the correlation between the results obtained when different examiners score the same set of tests. Odd-even, split-half, Kuder-Richardson 20, Kuder-Richardson 21, and Spearman-Brown correlations are all measures of internal consistency. A test-retest study indicates that the same form of the same test has been administered to the same group of examinees at two different times and the results correlated. When parallel forms of the same test have been given to a group of examinees and the results correlated, the correlation is called parallel form or inter-form reliability.

Validity studies indicate whether an instrument measures the skills, abilities, competencies, or traits which it purports to measure. One type of validity is concerned with the appropriateness of the test items for such measurement, according to some definition; for example, a statement of instructional objectives, the psychological definition of a concept, etc. Such validity is called content or construct validity. Another type of validity is determined by the correlation between the scores on an instrument and some other external measure of the same quality or attribute. For example, in a concurrent validity study the results of two measures taken on the same group of examinees at approximately the same time are correlated; in a predictive validity study the scores from a given test are correlated with those of a different measure taken at a later date.

AGE TABLE

AGE TABLE

	2	3	4	5	6	7	Pg.
ABC Inventory			x	x	x		6
Anton Brenner Developmental Gestalt Test of School Readiness				x	x		9
APELL Test			x	x	x	x	10
Assessment Program of Early Learning Levels			x	x	x	x	10
Basic Concept Inventory		x	x	x	x	x	11
Bingham Button Test		x	x	x			8
Boehm Test of Basic Concepts			x	x	x	x	9
Brenner Gestalt Test				x	x		9
Child Development Questionnaire			x	x	x		22
Contemporary School Readiness Test				x	x		18
Cooperative Preschool Inventory, Standardization Edition	x	x	x	x	x		9
Cooperative Preschool Inventory, Revised Edition - 1970		x	x	x	x		11
Denver Developmental Screening Test	x	x	x	x	x		12
Developmental Potential of Preschool Children	x	x	x	x	x		13
Early Detection Inventory		x	x	x	x	x	16
Early Education Screening Test Battery of Basic Skills Development			x	x	x		18
Engelmann Basic Concept Inventory		x	x	x	x	x	11
First Grade Screening Test				x	x		17
Gesell Developmental Kit				x	x	x	13
Gesell Developmental Schedules	x	x	x	x	x		12
Inter-American Series: Test of General Ability, Preschool Level			x	x			15
Inter-American Series: Tests of General Ability, Level 1 - Primary				x	x		15

AGE TABLE (continued)

	2	3	4	5	6	7	Pg.
Inter-American Series: Tests of General Ability, Level 1 - Primary, Abbreviated Edition				x	x		16
Kindergarten Evaluation of Learning Potential			x	x	x		22
Maturity Level for School Entrance and Reading				x	x		7
Pre-Grade One Goal Card				x	x		10
Pre-Kindergarten Goal Card			x	x			10
Preschool Inventory, Standardization Edition	x	x	x	x	x		9
Preschool Inventory, Revised Edition - 1970		x	x	x	x		11
Primary Academic Sentiment Scale			x	x	x	x	19
Psychoeducational Profile of Basic Learning Abilities	x	x	x	x	x	x	20
Ready or Not?			x	x			7
Ring and Peg Tests for Behavior Development, Revised Edition	x	x	x	x	x		8
School Readiness Checklist			x	x			7
School Readiness Survey			x	x	x		14
Screening Test for the Assignment of Remedial Treatments			x	x	x		6
Screening Test of Academic Readiness			x	x	x		6
Sprigle School Readiness Screening Test			x	x	x		19
Stanford Early School Achievement Test: Level I			x	x	x		14
Tests of Basic Experiences			x	x	x		17
Valett Developmental Survey of Basic Learning Abilities	x	x	x	x	x	x	20
Vane Kindergarten Test			x	x	x		21
Walker Readiness Test for Disadvantaged Preschool Children in the United States			x	x	x		21

Adair, N., & Blesch, G., *The ABC Inventory*.

From: Research Concepts, A Division of Test Maker, Inc., 1368 East Airport Road, Muskegon, Michigan 49444 (c1965).

Designed to identify children aged 4 to 6 who will fail in kindergarten or who will not be ready for Grade 1. Items involve drawing, copying, folding, counting, memory, general information, colors, size concepts, time concepts, and the like. The *Inventory* is individually administered, paced, and takes about 8 or 9 minutes to give. No special training is needed. Raw scores are related to ready ages, which are highly correlated with mental ages *(Stanford-Binet)*. Reliability studies consisted of testing the means of two comparable groups who took the *Inventory* in 1962 and in 1964. Studies of the relationships between those students who scored below certain cutting scores and those who failed in kindergarten or the first grade are reported.

Ahr, A. E., *Screening Test for the Assignment of Remedial Treatments (START)*.

From: Priority Innovations, Inc., P. O. Box 792, Skokie, Illinois 60076 (c1968).

Provides information concerning performance in important skill areas essential for learning in children of age 4 to 6. It may be used to analyze group differences in development and differences in the skills and development of an individual child. Subtests are visual memory, auditory memory, visual copying, and visual discrimination. *START* is group-administered and timed. It is recommended that one or more aides be used if the group tested is larger than 20. The total administration time, including an activity or play break, is about one hour. No special training is needed to give the test. Special instructions for testing the educationally disadvantaged are provided. Age stanine norms on the total score and each subtest are available. Intra- and inter-scorer, test-retest, and Kuder-Richardson 21 reliabilities are reported. Correlations of *START* scores with teacher rating scales are available.

Ahr, A. E., *Screening Test of Academic Readiness (STAR)*.

From: Priority Innovations, Inc., P. O. Box 792, Skokie, Illinois 60076 (c1966).

Designed to discriminate between those preschoolers aged 4 to 6 who would be acceptable for early admission to formal schooling and those who would not. Subscores are picture-vocabulary (11 items), letters (5 items), copying (3 items), picture description (7 items), human figure drawing (1 item), relationships (7 items), and numbers (11 items). The test is group administered and timed. The total administration time, including a break between parts, is about one hour. No training is needed to give the test. *STAR* scores may be converted to deviation I.Q. norms. A formula for prorating the raw scores for the educationally disadvantaged is provided. Age norms for the *STAR* subtests are available. Kuder-Richardson 21 and test-retest reliabilities, and correlations with *Stanford-Binet*, both concurrent and predictive, and with *Metropolitan Readiness Tests* (predictive) are reported.

Austin, J. J., & Lafferty, J. C., *School Readiness Checklist (Ready or Not?) (SRC)*.

From: Research Concepts, a Division of Test Maker, Inc., 1368 East Airport Road, Muskegon, Michigan 49444 (c1963).

Parents complete this questionnaire which is designed to assist them in determining the school readiness of their prekindergarten children. Items requiring a yes/no response to questions in the areas of age and growth, general activity related to growth, practical skills, memory, understanding, general knowledge, and attitudes and interests are included. Ranges of scores on the *SRC* are related to probabilities of school readiness. Tables comparing *SRC* results with psychologists' readiness opinions, teachers' readiness opinions, *Stanford-Binet* scores, *Metropolitan Readiness Test* scores, *Cassel Child Behavior Rating Scale* scores, and *Wide Range Achievement Test* scores at the end of both the first and second grades are available. Neither correlation coefficients on the validity studies nor reliability studies are reported. An *SRC* handbook is available.

Banham, K. M., *Maturity Level for School Entrance and Reading Readiness.*

From: American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014 (c1959).

Is used as a preliminary screening device prior to or immediately upon entrance into the first grade. The instrument is a checklist of behaviors or accomplishments in the areas of bodily coordination, personal independence, social cooperation, eye-hand coordination, and speech and language comprehension. The total score gives an index of general readiness and the score from the latter two areas gives a reading readiness index. Specific score totals are related to readiness recommendations. Preferably the checklist should be completed from direct, personal observations. A parent or other adult well-acquainted with the child may be consulted if necessary. No special training is needed to complete the checklist. Test-retest reliabilities (over 6 months) and comparisons with teacher's ratings are available.

Banham, K. M., *Ring and Peg Tests of Behavior Development, Revised Edition.*

From: Psychometric Affiliates, Chicago Plaza, Brookport, Illinois 62910 (c1964).

Designed to assist in the estimation of the level of general behavior development in children from birth to 6 years. It includes not only tests of adaptive perceptual, ideational motor, and linguistic behavior, but also attempts to measure development in social cooperation, personal independence, interest, drive, and purpose. The test items are arranged in rive behavioral categories: Ambulative, Manipulative, Communicative, Social Adaptive, and Emotive Development. The test materials include pencils, paper, shoelaces, plastic pegs and rings, and a box. Alternate items are available for every behavior item. The subtests are arranged in age group sequence. A particular child need take only those subtests which are appropriate to his behavioral age. Subtests at one month intervals, starting at age one month, are available for the child of less than 1 year, at two month intervals for the child of age 1 to 2, and at six month intervals for the child of age 2 to 6. The test yields age scale or point scale scores, the latter being most useful for diagnostic purposes, behavior development ages for each of the scales, and overall development quotient. The test is designed for individual administration by a doctor, pediatrician, clinical psychologist, or psychiatrist. Odd-even reliabilities, validations of behavior subtests against age, and correlations with *Cattell Infant Intelligence Scale* and *Stanford-Binet* scores are reported.

Bingham, W. J., *Bingham Button Test (BBT).*

From: William J. Bingham, Antelope Valley College, 3041 West Avenue K, Lancaster, California 93534 (c1967).

Measures knowledge and understanding of simple terms and relationships that will be encountered in the primary school years by the child aged 3 to 5. Areas included are: colors, sizes and comparisons, object/object relationships, numbers, and person/object relationships. *BBT* is individually administered and paced. It requires about 20 minutes to give. Although no special experience is needed (teachers' aides can be trained), experienced testers are required if it is also used to screen for motor skills or directional or orientational confusion. The materials needed for the test are buttons of various sizes, thicknesses, and colors, and a jar. Spearman-Brown reliabilities and correlations with teacher's ratings are available.

Boehm, A. E., *Boehm Test of Basic Concepts (BTBC).*

From: The Psychological Corporation, 304 East 45th Street, New York, New York 10017 (c1967, c1969, c1970).

Measures mastery of concepts considered necessary for achievement in the first years of school. It is appropriate for Grades K, 1, and 2. Pictorial multiple-choice items check concepts of quantity and number, space (location, direction, orientation, dimension), time, and miscellaneous. *BTBC* is group administered and paced. Administration time is 15-20 minutes for each of two test booklets. The test may be given in one or two sessions depending upon age and attention span. Small groups (8-12) or use of assistants are helpful with younger children. No special training is needed to give the test. Percentile norms by grade and socioeconomic level are available. Split-half reliabilities are reported. Content validity is inferred from item selection. No other validity studies are reported.

Brenner, A., *The Anton Brenner Developmental Gestalt Test of School Readiness (BGT); (Brenner Gestalt Test).*

From: Western Psychological Services, Box 775, Beverly Hills, California 90213 (c1964).

Assesses school readiness of children aged 5 to 6 and identifies early maturing and/or gifted, slowly maturing and/or retarded, and emotionally disturbed children. The test consists of five perceptual or conceptual differentiation tasks: number producing, number recognition, ten dot gestalt, sentence gestalt, and draw-a-man tasks. The *BGT* is almost culture free and may be used with non-English speaking children. The test is individually administered, paced, and takes 3-10 minutes. No special training is needed. Some pencils, crayons, and blocks are needed. Age quartile norms are provided. Test-retest and split-half reliabilities, and correlations of *BGT* scores with teacher's ratings of children (both concurrent and predictive) and with *Metropolitan Readiness Test* scores (predictive) are available.

Caldwell, B. M., & Soule, D., *Preschool Inventory, Standardization Edition (Cooperative Preschool Inventory).*

From: Cooperative Tests and Services, Educational Testing Service, Princeton, New Jersey 08540 (c1965, c1967).

Very similar to the revised edition described below. Differences are as follows: (1) this edition contains 85 items rather than 64, (2) this edition has personal-social responsiveness, associative vocabulary, concept activation-numerical, and concept activation-sensory subscores, (3) this edition reports norms on two year olds, and (4) age percentile norms are reported by middle class and lower class subgroups.

Cincinnati Public Schools, *Pre-Grade One Goal Card.*

From: James N. Jacobs, Cincinnati Public Schools, 608 East McMillan Street, Cincinnati, Ohio 45206.

Measures general school readiness prior to the first grade. The first 36 items are group administered and paced (15 seconds between items). The examinees draw a line to or circle an appropriate picture, letter, or numeral, or draw an appropriate figure. The last 19 items are individually administered and require the examinee to give some personal data, form a sentence, count, point to a body part, or answer questions about physical objects. Crayons, marking pencils, box of pencils, colored cards, blindfold, apple, sponge, piece of fur, perfume, onion, and an orange are needed. No special training is needed to administer the test. No psychometric data was available for review.

Cincinnati Public Schools, *Pre-Kindergarten Goal Card.*

From: James N. Jacobs, Cincinnati Public Schools, 608 East McMillan Street, Cincinnati, Ohio 45206.

Measures general readiness at the beginning of the kindergarten year. Tested qualities include: physical coordination, relationship of people and things, auditory discrimination, size concepts, color concepts, manipulatory skills, arithmetic skills, location and space concepts, shape concepts, and listening skills. Observed qualities (rating scales are used) are mental alertness, language abilities, and social awareness. The tested qualities are individually administered and paced. No special training is needed. Some readily available props are necessary. No psychometric data was available for review.

Cochran, E. V., & Shannon, J. L., *Assessment Program of Early Learning Levels (The APELL Test).*

From: Edcodyne Corporation, 3724 West Chapman Avenue, Orange, California 92668 (c1969).

Diagnoses deficiencies in the areas of pre-reading, pre-mathematics, and language skills in children from age 4 1/2 to 7. It may be used with younger children if it is individually administered. Visual discrimination, auditory association, letter names, discrimination of attributes, number concepts, number facts, nouns, pronouns, verbs, adjectives, plurals, and prepositions are included. The test is paced, requires about 40 minutes to administer and should be given in two 20-minute sessions on consecutive days. No training is necessary to administer the test. Examinees answer questions by selecting one of 3 pictures. The test is machine scored. Psychometric data was not available for review.

Educational Testing Service, *Preschool Inventory, Revised Edition - 1970 (Cooperative Preschool Inventory, Revised Edition)*.

From: Cooperative Tests and Services, Educational Testing Service, Princeton, New Jersey 08540 (c1968, c1970).

Measures achievement in children of age 3 to 6 years in areas regarded as necessary for success in school. Since the *Inventory* aims to highlight the degree of disadvantagement in children from deprived backgrounds, it is not culture free. Items assess knowledge about the child's personal world, personal-social responsiveness, associative vocabulary, number concepts, awareness of sensory attributes (shape, size, motion, color), and ability to execute visual motor configurations. The test is individually administered and paced. The earlier edition (85 items versus 64 items in this revised edition) required 15 minutes to give. Props needed are crayons, checkers, cardboard boxes, and small cars. No special training is needed to administer the test. National and some regional age mid-percentile rank norms are available. Kuder-Richardson 20 and split-half reliabilities, and correlations between *Inventory* scores and *Stanford-Binet* scores are available.

Engelmann, S. E., *The Basic Concept Inventory (Englemann Basic Concept Inventory)*.

From: Follett Educational Corporation, P. O. Box 5705, Chicago, Illinois 60680 (c1967).

Provides a broad checklist of basic concepts that are involved in new learning situations and are used in explanations and instructions in the first grade. It is primarily intended for culturally disadvantaged preschool and kindergarten children, slow learners, emotionally disturbed children, and mentally retarded children. Although designed for young children, it may be given to children age 3 to 10. The inventory is criterion-referenced and uses basic concepts, sentence repetition and comprehension, and pattern awareness tasks. It is individually administered, paced, and requires about 20 minutes. If the inventory is to be used as a basis for remedial instruction, it may be given by the classroom teacher. If, however, it is to be used diagnostically as the basis for special treatment or special placement, a trained examiner should administer the instrument. Reliability and validity studies are reported to be in progress.

Frankenburg, W. K., & Dodds, J. B., *Denver Developmental Screening Test (DDST)*.

From: Ladoca Project and Publishing Foundation, Inc., East 51st Avenue and Lincoln, Denver, Colorado 80216 (c1967).

A simple, clinically useful tool designed to assist in the early detection of children with serious developmental delays. It may be used with children from age 2 weeks to 6 years. The purpose is screening, not diagnosis. Although the test contains 105 tasks, a child of any given age will usually be tested on about 20 items. The *DDST* evaluates the following areas: gross motor, fine motor-adaptive (use of hands, ability to solve nonverbal problems), language (ability to hear and talk), and personal-social (tasks of self-care, ability to relate to others). The test is individually administered and paced. No special training is needed. Testing materials include a rattle, pencil, box of raisins, bell, tennis ball, glass bottle, some blocks, and some yarn. Task norms which indicate the age at which 25, 50, 75, and 90% of boys, girls, and all children successfully complete each item are available. Test-retest reliability, inter-examiner reliability, and the correlation of the *DDST* with the *Yale Developmental Schedule* are reported.

Gesell, A., & Associates, *Gesell Developmental Schedules*.

From: The Psychological Corporation, 304 East 45th Street, New York, New York 10017 (c1940-1947).

Assesses the developmental level (or developmental quotient) of children from age 4 weeks to 6 years. Maturity is measured in four major fields of behavior: motor characteristics (postural reactions, prehension, locomotion, general bodily coordination, specific motor skills), adaptive (perceptual, orientational, manual and verbal adjustments, alertness, intelligence, constructiveness), language (soliloquy, dramatic expression, communication, comprehension), and personal-social (personal reactions to other persons and to the impacts of culture, adjustments to domestic life, property, social groups, community conventions). The schedules are individually administered by physicians. Several different forms (schedules) are available for children of varying ages. A number of props are needed for the test. Developmental norms for the items are available. No reliability or validity studies were available for review.

Haeussermann, E., *Developmental Potential of Preschool Children.*

From: Grune & Stratton, Inc., 381 Park Avenue South, New York, New York 10016 (c1958).

Determines the functional level of a handicapped child aged 2 to 6 in all areas related to learning and development. Findings are arrived at by means of a structured interview based on standard materials used in a standard mode of presentation. The interview includes 40 test items, modified as necessary for the individual child, and assesses general physical development, sensory intactness, body image, language behavior, levels of functioning, and observations of behavior during the interview. A large number of props are needed. The examiner must be trained in clinical psychology and must be familiar with psychometric procedures. The age level norm for the accomplishment of each test item is reported. No reliability or validity data was available for review.

Ilg, F. L., & Ames, L. B., *Gesell Developmental Kit.*

From: Programs for Education, Box 85B, Lumberville, Pennsylvania 18933 (c1964, c1965).

Measures the developmental or behavioral age in children of age 5 to 10. The test is based on the premise that children should be enrolled, grouped, and promoted on the basis of their developmental age rather than their IQ or chronological age. The test consists of a short initial interview; writing name, address, numbers, giving the date; copying figures and forms; incomplete man; right and left subtests (naming body parts, single commands, double commands, verbal and motor response to right and left pictures); matching forms; memory for designs; visual projective test; naming animals; and home and school preferences. Some supplementary tests are available if needed. The test is individually administered and paced. The testing time is about one-half hour. The examiner must have special training and qualifications. Age norms are available for each part of the test. Inter-examiner reliability and predictive validities, over 1 year and 6 year periods, with teachers' ratings are available.

Jordan, F. L., & Massey, J., *School Readiness Survey (SRS)*.

From: Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306 (c1967).

Designed to help the parent understand the capacities and developmental needs of his child, aged 4 to 6, the items require the child to choose an appropriate picture, figure, word, or symbol, or to answer orally. Subscores are: number concepts, discrimination of form, color naming, symbol matching, speaking vocabulary, listening vocabulary, and general information. *SRS* is parent administered and paced. The total score and each subscore is related to likelihood of readiness. Suggestions as to how the parent can aid his child, in each area, to be ready for school are included. Cumulative percentage norms for total score and each subscore by sex are available. Test-retest (June/October) reliabilities and correlations of *SRS* scores with kindergarten teachers' ratings are reported.

Madden, R., & Gardner, E. F., *Stanford Early School Achievement Test: Level I (SESAT-I)*.

From: Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017 (c1969).

Measures cognitive abilities upon entrance into kindergarten, at the end of kindergarten, or upon entrance into the first grade. *SESAT-I* is not a readiness test except in the sense that a Grade 3 achievement test is a readiness measure for Grade 4. Subtests are: The Environment (social and matural environments, social science, natural science), Mathematics (conservation of number, space, volume; counting; measurement; numeration, classification, simple operations), Letters and Sounds (upper and lower case letters, beginning sounds), and Aural Comprehension (item range from mere recall to adaptations of aspects of logic). The test is group administered in 5 sessions and paced. Groups of 6 or 7 per assistant are recommended for beginning kindergarten students and groups of 15 per assistant for older children. Approximate time for administration is 90 minutes. No special training is needed. Total score and subscore stanines and percentile norms are available. Split-half reliabilites on the subtests are available. No validity studies are reported.

Manuel, H. T., *Inter-American Series: Test of General Ability, Preschool Level.*

From: Guidance Testing Associates, 6516 Shirley Avenue, Austin, Texas 78752 (c1966).

Measures general mental ability and school readiness in children aged 4 and 5. The test consists of four parts: Oral Vocabulary, Number, Association, and Classification. The first two combine to give a verbal-numerical subscore and the latter two to give a non-verbal subscore. Items require the child to point to one of a group of pictures, figures, or symbols. One form in either Spanish or English is available. The test is individually administered in two sessions on different days and paced. The total administration time is 40-50 minutes (20-25 per session). Percentile norms for various samples are available. Correlations between scores from the first and second testing session are reported. No validity studies were available for review.

Manuel, H. T., *Inter-American Series: Test of General Ability, Level 1 - Primary.*

From: Guidance Testing Associates, 6516 Shirley Avenue, Austin, Texas 78752 (c1962, c1967).

Measures general mental ability and readiness for the first grade. The test should be given to children at the end of kindergarten or at the beginning of the first grade. The test consists of four parts: Oral Vocabulary, Number, Association, and Classification. The first two are combined to give a verbal-numerical subscore and the latter two to give a nonverbal subscore. Two forms, each in either Spanish or English, are available. A short pretest to prepare the children for the actual test is also available. The test is group administered in two sessions, paced, and partially timed. It is recommended that students be tested in groups of 8-12. The total administration time is 40-50 minutes (20-25 per session). No special training is needed. Percentile norms for various samples and percentile norms estimated from *Goodenough-Harris Draw-A-Man* norms are available. Parallel form reliabilities and correlations with *Metropolitan Readiness Test* scores and with *Goodenough-Harris Draw-A-Man* scores are reported.

Manuel, H. T., *Inter-American Series: Test of General Ability, Level 1 - Primary, Abbreviated Edition.*

From: Guidance Testing Associates, 6516 Shirley Avenue, Austin, Texas 78752 (c1963, c1965, c1967).

A shorter version of the regular edition described above. It has 64 items rather than 80 and can be administered in 30-40 minutes. Correlations between the long and short forms are reported and tables of equivalent scores are available. It is recommended that if this shorter edition is used, each child take both parallel forms at an interval of 3 to 4 weeks and the results be used together to obtain a clearer picture of his abilities and readiness.

McGahan, F. E., & McGahan, C., *Early Detection Inventory.*

From: Follett Educational Corporation, P. O. Box 5705, Chicago, Illinois 60680 (c1967).

Measures general school readiness in preschool children. Areas of assessment are: social emotional behavior responses, readiness tasks (verbal self-awareness, concept development, awareness of left/right, awareness of body image), motor performance, vision, hearing, dental health, speech, medical history, and family and social history. Both the child and one of his parents are needed to complete the instrument. The inventory is individually administered and paced. Administration time depends on the number of personnel assigned to the testing session. At least the following are needed: an experienced educational tester, a vision examiner, a hearing examiner, a dentist, and a speech therapist. Several readily available props are needed. No psychometric data was available for review.

Moss, M. H., *Tests of Basic Experiences (TOBE)*.

From: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940 (c1970).

Indicates how well a child's experiences have prepared him for his introduction to many of the scholastic activities that he will encounter. The *TOBE* battery is available at Level K for preschool and kindergarten age children, and at Level L for kindergarten and Grade 1 age examinees. Each battery contains the following five tests: General Concepts, Mathematics (fundamental concept, relationships, quantitative terms), Language (vocabulary, sentence structure, verb tense, sound-symbol relationships, letter recognition, listening skills), Science (observations, animals, humans, plants, machinery, weather), and Social Studies (social groups, social roles, customs, safety, human emotions). *TOBE* is group administered and paced. It is recommended that one proctor be provided for each 4-6 children for preschool and kindergarten groups and one for each 6-10 children in the first grade. Each test requires about 25 minutes to give (125 minutes in all). It is suggested that the five tests be given on five different days. No special training is needed to administer the test. The test may be hand scored or a test scoring service is available if desired. Grade stanine, standard score, and percentile norms are reported for each test. Kuder-Richardson 20 reliabilities are available. Test-retest reliability studies are in progress. Content validity was studied by use of a validation panel of kindergarten and Grade 1 teachers and the results are reported.

Pate, J. E., & Webb, W. W., *First Grade Screening Test (FGST)*.

From: American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014 (c1966).

Screens children at the end of kindergarten or at the beginning of the first grade in order to identify those who will not, without special assistance, make sufficient progress during the first grade to be ready for the second grade. Items, which require pencil drawing, line drawing, and circling pictures, check five motor skills through production of body and figured concepts, judgments of appropriate play and social actions, ability to follow directions, and evidence of vocabulary and conceptual information. Female and male forms are available. *FGST* is a group administered (both forms can be administered at the same time), untimed, paced instrument. In the first grade, the test is given in one session and requires about 30 minutes; in kindergarten, the test is given in two sessions and requires about 45 minutes. No special training is needed. Test-retest reliability, intra- and inter-scorer reliability, and predictive validities of the *FGST* with the *California*, *SRA*, and *Stanford Achievement Test* batteries given at the end of the first grade are reported.

Sauer, C. E., *The Contemporary School Readiness Test.*

From: Montana Reading Clinic Publications, 517 Rimrock Road, Billings, Montana 59102 (c1970).

Predicts success of children in the first grade. The test should be given at the end of kindergarten or at the start of the first grade. Subtests are writing my name; colors of the spectrum; science, health, and social studies; numbers; handwriting; reading; visual discrimination; and auditory discrimination. The latter four subtests may be combined to give a reading readiness score. Two forms of the test are available. Except for the reading subtest, which takes about two minutes, the test is group administered in two sessions and paced. The total administration time, including relief drills, is about 105 minutes. It is recommended that the sessions be on different days. Each child needs a box of crayons. No special training is needed to give the test. Percentile norms on the total score are available. Inter-form reliability and predictive validities of the total score, reading score, and each subscore with the Grade 1 *Metropolitan Achievement Test* scores are reported.

School District of University City, *Early Education Screening Test Battery of Basic Skills Development.*

From: *ITPA:* University of Illinois Press, Urbana, Illinois 61801.
PPVT: American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014.
Copies of the locally devised measures may be examined in Document number ED 043 684, ERIC Document Reproduction Service, P. O. Drawer 0, Bethesda, Maryland 20014.

Measures cognitive, motor, auditory, visual, visual-motor coordination, and language development in children aged 4-6. The battery contains the auditory reception, visual reception, verbal expression, and grammatic closure scales of the *Illinois Test of Psycholinguistic Abilities (ITPA)*, the *Peabody Picture Vocabulary Test (PPVT)*, and three locally developed scales *(Gross Motor Observations, Developmental Test of Visual-Motor Integration,* and the *Behavior Rating Scale)*. The three locally devised measures are individually administered or consist of individual observations. Some props, including a balance beam, are required. The entire battery takes about 30 minutes to administer and some training is needed. Age norms are available on each subtest (see ERIC number ED 043 688). The predictive validity of the *Complete Assessment Battery* from which this battery was derived is reported on in ERIC number ED 043 393.

Sprigle, H. A., *Sprigle School Readiness Screening Test (SSRST)*.

From: The Psychological Clinic and Research Center, 1936 San Marco Boulevard, Jacksonville, Florida 32207 (c1965).

Measures the extent to which children from age 4 1/2 to 6 have developed basic skills and abilities necessary to negotiate a school program. It is intended for use by physicians in answering parents' questions about a child's readiness for school. *SSRST* is a screening instrument in the areas of verbal comprehension, size relationships, visual discrimination, reasoning, number concepts, information, analogies, vocabulary, and spatial relations. The testing materials are a set of blocks and a set of cards (four pictures or figures on each). The test is individually administered and paced, and may be given by a nurse. *SSRST* score ranges, at different ages, are related to probabilities or degrees of school readiness. Correlations of *SSRST* with *Stanford-Binet, Metropolitan Readiness Test,* and *Gates Reading Test* scores and test-retest reliability are available.

Thompson, G. R., *Primary Academic Sentiment Scale (PASS)*.

From: Priority Innovations, Inc., P. O. Box 792, Skokie, Illinois 60076 (c1968).

Measures motivation for learning and relative level of maturity and parental independence in the child of age 4 to 7. Items request information on the child's preferred activities, attitudes, and behaviors. Subscores are sentiment and dependency scores. The test is group administered in two sessions and paced. One examiner is recommended for 10 children, two for 11-25, and three for 26-40 (maximum number). No special training is needed. Special instructions for the educationally disadvantaged are provided. Age quotient norms (analogous to intelligence quotients) are available for the sentiment scale and age stanine norms for the dependency scale. Split-half and Kuder-Richardson reliabilities and correlations of the two scales with *Otis-Lennon, Screening Test of Academic Readiness, Screening Test for the Assignment of Remedial Treatments,* and the *Metropolitan Readiness Test* scores are reported.

Valett, R. E., *Psychoeducational Profile of Basic Learning Abilities.*

From: Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306 (c1966).

A form for recording data from educational and psychological tests and observations whose purpose is to provide the psychologist with a developmental summary record whereby he can integrate available normative data and clinical impressions for psychoeducational programming. The *Profile* covers the age span from 1 to 14. The major divisions of the *Profile* are: motor integration and physical development, perceptual abilities, language, social-person adaptivity, and general intellectual functioning. The perceptual abilities classification is the most extensive. Age norms and references for each individual entry on the form are provided.

Valett, R. E., *Valett Developmental Survey of Basic Learning Abilities.*

From: Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306 (c1966).

Evaluates various developmental abilities of children between the ages of 2 and 7, to aid in planning individualized learning programs. It consists of 233 tasks in the areas of motor integration and physical development (17 items), tactile discrimination (11 items), auditory discrimination (36 items), visual-motor coordination (19 items), visual discrimination (53 items), language development and verbal fluency (30 items), and conceptual development (67 items). The *Survey* is individually administered and paced. Some practice is needed to give the test. Many props, all inexpensive and readily available, are needed. The author considers the *Survey* incomplete by itself and recommends that it be supplemented with measures of family background, prior learning experiences, and subjective estimates of the child's motivation for learning, social judgment, interests, general adaptivity, and common sense. Age norms for each of the tasks are included. No other psychometric data was provided for review.

Vane, J. R., *Vane Kindergarten Test (VKT)*.

From: Clinical Psychology Publishing Company, Inc., 4 Conant Square, Brandon, Vermont 05733 (c1968).

Evaluates the intellectual and academic potential and behavior adjustment of children aged 4 to 6. The *VKT* has three subtests: perceptual motor (copying), man (drawing), and vocabulary (child is asked to explain word meanings). In addition, the examiner observes the child's behavior during the test session. The perceptual motor and man subtests are group administered and the vocabulary subtest is individually administered. It is recommended that kindergarten age children be tested in groups of 10-12 and younger children in groups of no more than 8. Each subtest is paced. Twenty children can be tested and the results scored within a normal school morning. *VKT* is designed to be administered by a school psychologist, not a teacher or administrator. Each of the subtest scores can be converted to mental age or IQ equivalents. Test-retest reliabilities, correlations of *VKT* scores with *Stanford-Binet* IQs, and correlations with *Stanford* or *California Achievement Test* scores obtained at Grade 1, 2, and 3 levels are available.

Walker, W., *Walker Readiness Test for Disadvantaged Preschool Children in the United States.*

From: A copy of the instrument may be examined in Document number ED 045 736, ERIC Document Reproduction Service, P. O. Drawer 0, Bethesda, Maryland 20014.

Assesses readiness for school in preschool disadvantaged children aged 4 to 6. The child responds to questions, given in English, Spanish, or French, as appropriate, by pointing to one of four pictures or figures. The instrument tests the child's ability to recognize similarities, differences, the cardinal number of a set, and missing parts. Two forms, A and B, are available and it is recommended that one be used as a diagnostic pretest and the other as a progress measure. The test is individually administered and paced, taking approximately 9 to 10 minutes. No special training is necessary. Age quartile and percentile norms are available. Test-retest, split-half and parallel form reliabilities, correlations of the forms with 17 commonly-used readiness and IQ standardized tests, and correlations with teachers' ratings of readiness are reported.

Wilson, J. A. R., & Robeck, M. C., *Kindergarten Evaluation of Learning Potential (KELP)*.

From: Webster Division, McGraw-Hill Book Company, Manchester Road, Manchester, Missouri 63011 (c1963, c1965, c1966).

Predicts school success in the early grades based on the learning that a child actually does in kindergarten. It is designed as both a teaching and evaluation instrument. *KELP* items include skipping, color identification, bead design, bolt board, block design, calendar, number boards, safety signs, writing a name, auditory perception, and social interaction. The latter nine items are rated at three levels: association, concept formation, and creative self-expression. The items are taught by the teacher, who observes and records the accomplishment of the tasks over the entire kindergarten year. Classroom materials, teaching tips, and a summary retention test are available. The authors report that stanine norms can be obtained on request. The results of a survey of teachers who have used *KELP* on their views of *KELP*'s construct validity, correlations with *Stanford-Binet,* and predictive validities with teacher ratings (first grade) and *Metropolitan Achievement Test* scores are available. No reliability studies are reported.

Wyatt, G. L., *Child Development Questionnaire.*

From: Gertrud L. Wyatt, Wellesley Public Schools, Wellesley, Massachusetts 02181.

Parents complete this questionnaire on their preschool children. Its purpose is the gross screening of children for the identification of those likely to have learning difficulties. The questions are phrased in simple language and require a yes, no, or don't know reply. Items relate to the child's attributes, behaviors, health, personality traits, etc. Replies are analyzed for responses, patterns of responses, and inconsistencies. The questionnaire should require no more than 15 minutes to complete. Psychometric data was not available for review.

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Gesell, A., & Amatruda, C. S. *Developmental Diagnosis.* Second Edition. New York: Harper & Row, 1947. 496 p.

Gesell, A., & Others. *The First Five Years of Life.* New York: Harper & Brothers, 1940. 393 p.

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Walker, W. *Development of a Readiness Test for Disadvantaged Preschool Children in the United States. Final Report.* ERIC Document No. ED 037 253. Bethesda, Maryland: ERIC Document Reproduction Service, 1970. 147 p.